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ABSTRACT

This report contains a narrative and two evaluations of a week-long institute on media services for handicapped students which was held at Northern Illinois University. Purposes of the institute were to: (1) extend the abilities of school library media professionals to provide media services to handicapped children; (2) supply information on sources of materials especially pertinent for the handicapped; (3) provide institute participants with the expertise necessary to present in-service sessions for teachers on service to the handicapped; (4) help participants communicate with parents of handicapped children about available services; and (5) stimulate greater initiative and involvement in this aspect of school library media services. Participants in the institute were professionals involved in the application of library media services and materials in relation to special education. A short summative evaluation of the institute is followed by an in-depth program report by an external evaluator; the second report describes the evaluation design and findings from questionnaires distributed to participants before and after the institute. Lists of goals and objectives, consultants/speakers, institute participants, and the schedule of events are attached. (SW)

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FINAL REPORT

SERVICES AND MATERIALS FOR THE HANDICAPPED: AN INSTITUTE FOR SCHOOL LIBRARY MEDIA PROFESSIONALS

Held at

Northern Illinois University

DeKalb, Illinois

August 12 - 17, 1979

Henry C. Dequin
Project Director

Supported by

United States Office of Education

Under Title II-B, Higher Education Act of 1965

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TABLE OF CONTENTS

Narrative Report 1
Henry C. Dequin, Project Director

Evaluation 12
Sylvia G. Faibisoff, Chair
Department of Library Science

Evaluation Report 13
Valerie Wilford, Evaluator

Goals and Objectives 28

Consultants and Speakers 29

List of Participants 30

Daily Schedule 32

A REPORT

on

"SERVICES AND MATERIALS FOR THE HANDICAPPED:

AN INSTITUTE FOR SCHOOL LIBRARY MEDIA PROFESSIONALS"

held at

Northern Illinois University
Department of Library Science
DeKalb, Illinois 60115

August 12-17, 1979

prepared by

Henry C. Dequin, Ph.D.
Institute Director

A comprehensive external evaluation report has been prepared by Valerie Wilford, who was the official evaluator for the institute. The present report addresses itself primarily to other aspects of the institute and is intended as an internal evaluation report.

Purposes

This institute was undertaken with five main purposes in mind, namely:

1. To provide the opportunity for experienced and practicing school library media professionals to develop and/or extend their professional competence in providing media services to children who are handicapped mentally, physically, and/or emotionally, especially in relation to the development of Individualized Education Programs;

2. To supply information on sources of materials especially pertinent for the handicapped;

3. To provide institute participants with the professional expertise needed to plan and present

Purposes (cont.)

3. successful in-service sessions for teachers in their respective schools relative to services and materials for the handicapped;

4. To help participants to communicate regarding materials and media services with parents who have handicapped children and with other non-school personnel who work with the handicapped, including those in early education and parent-orientation programs; and

5. To provide the participants with first-hand experiences with the consultants to stimulate greater initiative and involvement in this aspect of school library media services.

All of these purposes were accomplished through the institute. This is borne out in a more detailed and quantitative manner in the accompanying Evaluation Report prepared by the external evaluator, not only in regard to the five purposes but also in regard to the more specific objectives of the institute. One significant aspect can be mentioned to illustrate this: the knowledge of the participants regarding services and materials for the handicapped increased by 60 percent as a result of the institute, with 91 percent as the mean percent correct on the post-test in comparison to 31 percent on the pre-test.

Communications from some of the participants since the time of the institute indicate that many of the benefits of the institute have already been implemented on the local scene. It is planned that a follow-up study will be mailed to all participants in a few weeks in order to ascertain in a more definite and systematic way what each participant has done to put into practice what was gained through the institute.

Consultants

Five outside consultants were contracted for the institute, two in the area of librarianship and three in special education, namely:

Mr. Robert E. Abbott
Coordinator for Special Education
Waukegan Public Schools District 60
Waukegan, Illinois

Dr. Colleen S. Blankenship
Assistant Professor
Department of Special Education
University of Illinois
Champaign, Illinois

Ms. Elizabeth Carl
Assistant Supervisor
Resources Coordination Unit
National Library Service for the Blind
and Physically Handicapped
Washington, D.C.

Dr. Sarah McCracken
Coordinator of Secondary Programs and
Services
LaGrange Area Department of Special
Education
LaGrange, Illinois

Dr. Kieth C. Wright, Dean
College of Library and Information
Services
University of Maryland
College Park, Maryland

All of the above consultants were named in the original proposal with the exception of Robert Abbott, who was a replacement for Gloria Calovini, Manager of the Materials Development and Dissemination Section, Department of Specialized Education Services, Illinois Office of Education, who was not able to serve. Abbott proved to be not only a satisfactory replacement but an outstanding one.

The special education consultants were representative of elementary education (Abbott), secondary education (McCracken), and the entire range of special education (Blankenship). In the area of librarianship Kieth C. Wright offered expertise from a broad background of knowledge and experience with various types of handicapped persons, while Elizabeth Carl

provided the national dimension as a representative of the National Library Service.

Three of the consultants each made two formal presentations, and the other two consultants made one presentation each (see attached schedule). All of the consultants were leaders of small discussion/activity groups and also interacted with the participants on an individual basis throughout the institute week. In addition, the institute director made two formal presentations to the entire group.

Plenary staff meetings were conducted four times during the course of the week.

Evaluator

Ms. Valerie Wilford, Assistant Professor of Information Sciences at Illinois State University, Normal, Illinois, was the contracted evaluator for the institute (a copy of her report is attached). She was a replacement for the evaluator specified in the proposal, Dr. Muriel Howick, at that time Assistant Professor in the Graduate Library School, Rosary College, River Forest, Illinois, who had a conflict of obligations. Wilford was an admirable replacement. She planned and executed the evaluation components carefully and thoroughly and wrote a superbly comprehensive report. She, too, interacted throughout the week with the participants in a beneficial fashion and performed many other tasks "above and beyond the call of duty" as an evaluator.

Participants

Twenty eight participants registered and were present for the entire institute. Geographically they came from all parts of Illinois (23),

Kansas (1), Oklahoma (2), North Carolina (1), and Iowa (1). Three were male and twenty five were female. They were distributed according to the following position levels:

Elementary	4
Junior High	4
Secondary	7
District/Regional/State	4
College/University	5
Multiple level	3
Library Science student	1
	28

All of the persons who submitted an application were untimately accepted, even though they were not all functioning as practicing school library media professionals at the K-12 level.

Surprisingly, only fifteen persons who were functioning as practicing school library media professionals at the K-12 level submitted applications. All of these were accepted as participants. Inasmuch as there was not a full complement of applicants at the K-12 level, it was felt reasonable and justifiable to accept the other applicants even though they were not working specifically at the K-12 level. All of the accepted participants were, however, engaged in the application of library media services and materials in relation to special education and met most of the other stated requirements for acceptance.

Twenty-seven of the participants applied for one hour of graduate credit through the Graduate School of Northern Illinois University for their participation in the institute.

Schedule

A copy of the institute schedule is attached. The schedule was very tight so the participants would have enough contact hours to qualify for

academic graduate credit and consequently kept the participants involved without too much personal free time.

Several adjustments in the schedule as presented in the proposal became necessary. The session on Tuesday, August 14, 7:00 to 9:00 p.m., was originally planned to be a panel of handicapped children and young people in order to give the participants an opportunity to come into contact and to interact directly with handicapped children. When it became apparent that it was not possible to have children available, an alternate plan was devised, that is, to have a panel of special education coordinators in DeKalb County. The three men on the panel offered valuable insight into their work as well as into the needs and feelings of handicapped students. Their presentation and interaction with the participants was beneficial and very well received by the participants.

Another program change was made when it was evident that the participants were concerned and confused about their involvement in Individualized Education Programs and their task within the institute in regard to a profile of handicapped student. It was decided that the demonstration and examination of special equipment for the handicapped scheduled for Wednesday, August 15, 10:30 to 11:30 a.m., would best be done by means of a visit on Tuesday, August 14, between 1:00 and 5:00 p.m. to the Northern Illinois University Founders Memorial Library room for the visually handicapped and by the field trip to the Illinois Regional Library for the Blind and Physically Handicapped in Chicago on the afternoon of Wednesday, August 15. In place of this demonstration session a panel of the consultants was arranged in order to clarify issues for the participants. This proved to be of great benefit to the participants.

A third change in program occurred on Thursday, August 16, 9:00 to 10:30 a.m. At this time it had been planned to have each participant share the results of the search for materials for an individual handicapped student. Because some of the participants were unable to obtain a profile of a handicapped student to bring to the institute and because of limited access by the participants to materials at the institute itself, this session was altered somewhat. A plenary session was held in which two participants from each of the small groups stated their objectives and their success in locating materials to support those objectives. This proved to be an effective procedure.

Handouts

Handouts were prepared and duplicated for distribution to the participants which included the following:

1. The daily schedule
2. Goals and objectives of the institute
3. Consultants and Speakers
4. List of Participants
5. Audiovisual Materials for Presentation and Preview
6. Definitions
7. The Federal Register of August 23, 1977 containing "Education of Handicapped Children"
8. Turnbull, Ann P.; Strickland, Bonnie; and Hammer, Susan E. "The Individualized Education Program--Part 2: Translating Law into Practice." Journal of Learning Disabilities 11 (February 1978): 67-72.
9. Dequin, Henry C. "Selecting Materials for the Handicapped: A Guide to Sources." Top of the News 35 (Fall 1978): 57-66.

Handouts (cont.)

10. Research on Learning and Its Implications for Materials for the Handicapped

11. Selection Aids Useful in Serving the Handicapped

12. Special Education Reference Books

13. Publications for the School Media Center Professional Shelf

14. Professional Journals Related to the Handicapped

15. Producers or Distributors of Media Materials Designed for or about Severely Handicapped Persons

16. Organizations Serving Handicapped Persons

17. Selection and Use of Media with the Handicapped

18. Role of School Media Specialist in Response to PL 94-142

19. Suggestions for freeing Media Center Facilities of Barriers to the Handicapped

20. Forer, Ann-Marie, and Zajac, Mary. "Library Services to the Mentally Retarded." Altoona, Pennsylvania: Altoona Area Public Library, n.d. (Mimeographed)

A copy of Developing and Implementing Individualized Education Programs by Ann P. Turnbull, Bonnie B. Strickland, and John C. Brantley (Columbus, Ohio: Charles E. Merrill Publishing Company, 1978) was purchased out of institute funds and given to each participant.

Free materials for distribution to each participant were supplied by various agencies:

1. Special Office for Materials Distribution, Indiana University, Audio-Visual Center, Bloomington, Indiana:

   "Catalog of Instructional Materials for the Handicapped Learner." 1979.

   "Catalog of Educational Captioned Films for the Deaf." September 1978.

1. Special Office for Materials Distribution,... (cont.)

   "Catalog of Training Films and Other Media for Special Education." October 1978.

2. A packet of materials from the National Library Service for the Blind and Physically Handicapped.

3. Illinois Office of Education:

   "The Illinois Primer on Individualized Education Programs." June 1979.

   "Rules and Regulations to Govern the Administration and Operation of Special Education." February 1, 1979.

4. September 1977 and September 1975 issues of Illinois Libraries.

5. An issue of Education Unlimited.

6. Catalogs from:

   National Information Center for Special Education Materials

   National Media Materials Center for Severely Handicapped Persons

   National Association of State Directors of Special Education

   Human Policy Press

   Pathescope Educational Media

   James Stanfield Film Associates

   Teaching Resources Corporation

The National Information Center for Special Education Materials (NICSEM) supplied a number of its catalogs of materials for use during the institute.

Audiovisual materials were made available on a no-cost preview basis by:

Teaching Resources Corporation

Illinois Office of Education

American Foundation for the Blind

Arthur Barr Productions

Pathescope Educational Media

James Stanfield Film Associates

Special Office for Materials Distribution

Media Guild

Northern Illinois University

National Foundation March of Dimes

Western Maryland College

National Film Board of Canada

Proceedings

The papers presented at the institute are being prepared for printing. Copies will be distributed to the participants, consultants, library schools, and other key institutions.

Outgrowths of the Institute

As indicated above, a follow-up survey will be conducted in order to determine specific ways in which the participants have been able to implement the benefits of the institute. This will provide more concrete and comprehensive evidence regarding the accomplishments of the institute.

To date, however, there have been the following known by-products of the institute:

1. The Illinois Regional Resource Center (IRRC), located at Northern Illinois University, requested permission to re-print some of the institute handouts and compile them into booklet form. The resultant booklet, "Media Information Services for Exceptional Students," was announced in the October 1979 IRRC newsletter, "Resource," and is available to interested persons.

2. The December 1979 issue of the Northern Illinois University Faculty Bulletin will include a feature article on the institute and its director in a regular section, "Spotlight on Research."

3. A portion of one of the papers presented at the institute by the institute director has been published in the November 1979 issue of the national publication, School Library Journal, under the title, "Sources of Information about the Handicapped."

4. Upon the recommendation of the institute director, one of the institute consultants, Dr. Kieth C. Wright, has been engaged for a one-day institute at Illinois State University on April 19, 1980, on the topic, "Serving the Handicapped."

EVALUATION OF THE "INSTITUTE ON
SERVICE TO THE HANDICAPPED"

by Sylvia G. Faibisoff

The following evaluation of the effectiveness of the Institute on Services to the Handicapped is based on my observations of planning, feedback from the participants, and participation in the Institute.

I attended the last day of the Institute. The comments made by the participants and the speakers were extremely positive. They alluded to the excellent organization of the Institute and to the quality of the content of each session including the presentations made by each speaker. The participants felt that their week was well spent; that they were returning to their jobs not only with worthwhile packets of materials, but with practical and valuable information that could be applied on the job. As if their words of praise were not enough, the participants and speakers gave Dr. Dequin a standing ovation.

I would like to comment on the pre-institute planning. Dr. Dequin planned conscientiously, thoroughly and carefully. He worked well in advance of the institute; collected appropriate materials; selected qualified speakers; anticipated needs; and attempted to anticipate the needs of the conference. During the general conference he was flexible and made changes that seemed appropriate to its needs.

This was one of the most successful institutes presented by a member of the Department of Library Science and Dr. Dequin is to be congratulated.

SERVICES AND MATERIALS FOR THE HANDICAPPED: AN INSTITUTE FOR SCHOOL LIBRARY MEDIA PROFESSIONALS

EVALUATION REPORT

by

VALERIE J. WILFORD

INTRODUCTION

A study of the effectiveness of a planned trained program of continuing education for school library/media professionals is based on pre and post tests, questionnaires, diaries, documents and observations. Data was obtained from the 28 participants in the Services and Materials for the Handicapped Institute held at Northern Illinois University, August 13, 1979 to August 17, 1979.

A primary purpose served by the evaluation is an identification of the strengths of this particular program that can be used to build upon for future training programs.

The variables examined include participant's expectations as compared to their final determination of the value of the program for them. Additionally, the unique facets of the Institute program that provided the variables of interest, the planned activities, resources provided, are analyzed. Conclusions are concerned with identifying the strengths and weaknesses of the training program.

EVALUATION DESIGN

The purpose of evaluation, to identify the strengths of the training program for future planning, was presented in the first general meeting and the cooperation of the group, in providing data, was explained.

The conscious decision was made to gather as much data as possible without imposing a feeling of burden by the participants; consequently, no control was exerted to demand an evaluation, pre and post test from each participant. However, the conscientiousness of the participants in their response to data requests was amazing.

The evaluation design used for the Institute consisted of the following components:

1. The personal objectives of each participant in attending the training program was secured as part of the application process.

2. A questionnaire was sent to the participants prior to the Institute to determine their relative priority of the Institute objectives, the capacity with which they are associated with the library/media profession, and the extent to which they will be involved either directly or indirectly in providing library/media services and materials for handicapped learners. These results were made available to the Institute Director and Consultants during their meeting on Sunday, August 12, 1979, for consideration in making final preparations for the program.

3. Consultants submitted learner objectives for their program responsibilities during the training program. These objectives were utilized in the development of a pretest and post test of content of the Institute. The items were distributed across three forms. The three forms were distributed in an essentially random fashion for the pretest and again for the post test. Participants were requested on the post test to respond to a different form from the one they responded to on the pretest. Since the purpose of the pretest/post test was to measure the impact of the Institute on the group's learning rather than to assess individual knowledge, it was unnecessary for each participant to respond to the total set of items. This procedure substantially reduced the amount of time taken up by data collection and minimized any anxiety participant's might feel toward having their knowledge assessed. Responses were anonymous. The pretest was administered on Sunday, August 12, 1979, and the post test on Friday, August 17, 1979.

4. At the conclusion of three of the individual sessions during the Institute, participants completed a five item rating sheet dealing with the material covered, level of communication, the presentation, gain in knowledge/skills, and workshop activities. Participants were

told that journals could remain unsigned unless they wished to have them returned.

5. The project evaluator attended and participated in the entire Institute program, for personal observation and interaction with the participants and Institute staff.

6. Consultants were asked to submit at the conclusion of the training program an evaluation which addressed the following:

a. Consultant assessment of the accomplishment of their objectives.

b. Consultant appraisal of participant success in the development of an Individualized Education Program.

c. An appraisal of the accomplishment of the Institute objectives as a whole.

7. A final evaluation was administered at the conclusion of the Institute. It included global questions relative to the Institute; evaluation of specific Institute components, i.e. presentations, workshop sessions, field trips, etc.; participant perception of the achievement of the Institute objectives; participant appraisal of the accomplishment of their personal objectives; and participant assessment of attitude changes that resulted from participation in the Institute. The final evaluation was administered on Friday, August 17, 1979.

FINDINGS

Initial Questionnaire

The initial questionnaire was returned by all 28 participants, distributed according to the level at which they are associated with the library/media profession as follows:

Level	Number	Per Cent
Elementary	4	14
Junior High	4	14
Secondary	7	25
College/University	5	18
District/Regional/State	4	14
Student	1	4
*Multiple Level	3	11
	28	100

*Multiple level represents those participants with multi-level responsibility.

The overwhelming majority (97%) plan to be involved (directly or indirectly) in providing library/media services and materials for handicapped learners.

Eleven objectives for the Institute were identified from the initial proposal. Participants were asked to answer the following question for each objective: "How important is it to me to achieve this objective at the Institute?" Responses were on a 5-point scale: 1 -- of no importance; 2 --of low importance; 3 --of medium importance; 4 --of high importance; 5 --of extremely high importance. The results are given below:

Objective	No/Low Import	Medium Import	High/Ext. High Import
1. Gain familiarity with characteristics and instructional needs of handicapped learners.	0	3	25
2. Gain/expand skills and knowledges necessary to maintain and expand library media centers to include full services for the handicapped.	2	1	25
3. Become familiar with the rules and regulations of PL 94-142.	0	15	13
Particularly in relationship to:			
(a) Individualized Education Programs	4	10	14
(b) State plan requirements, entitlements, and allocations.	3	13	12
4. Develop/expand skills and knowledges in order to provide media services and materials to parents of handicapped children for home instruction and to other non-school personnel working with the handicapped.	7	12	9
5. Develop/expand skills and knowledges necessary to provide assistance to regular and special education teachers in their work with the handicapped.	2	1	24
6. Become familiar with local, regional, and national centers for special education materials.	0	7	21
7. Become familiar with federal, state, and local laws, regulations, and policies regarding funds for media for the handicapped.	0	6	22

	No/Low Import	Medium Import	High/Ext. High Import
8. Gain/expand skills and knowledges in developing and implementing in-service training programs that prepare teachers to select and utilize materials with the handicapped.	1	5	22
9. Gain/expand skills in order to work with teachers in evaluating, selecting, and utilizing materials for the Individualized Education Program for handicapped students.	1	4	23
10. Become familiar with bibliographic sources in field of special education for evaluation/selection of appropriate materials for the handicapped.	0	7	21
11. Gain/expand skills and knowledges necessary to plan library/media center facilities to meet special needs of handicapped.	5	7	16

Eight of the eleven objectives were rated as being of high or extremely high importance by a large majority of the participants. The objectives which did not seem to be of overriding concern for the participants were:

3 (a) Become familiar with rules/regulations of PL 94-142 in relationship to Individualized Education Program.

3 (b) Become familiar with rules/regulations of PL 94-142 in relationship to state plan requirements, entitlements, and allocations.

4. Develop/expand skills and knowledges in order to provide media services/materials to parents of handicapped children for home instruction.

11. Gain/expand skills and knowledges necessary to plan library/media center facilities to meet the special needs of handicapped.

Pre-test

All 28 participants completed the pre-test. A chance score on the pre-test was 40% correct. The mean pre-test score for the participants was 31% correct, indicating that participants came to the Institute with minimal knowledge regarding potential library/media services and materials for the handicapped learner.

Workshop Rating Forms

The purpose of the these rating forms was primarily to provide intermittent feedback to the Institute staff to help them determine what changes, if any, should be made in the Institute format, procedures, and operations. In general, no major changes were indicated.

The biggest problem identified stemmed from a misunderstanding of the content/nature of the student profile of a handicapped learner that participants were to bring with them to the Institute. The profile was to be utilized by the participant in development of an Individualized Education Program. The situation was complicated by the fact that some participants met local resistance to releasing confidential information about a student in the special education program. The Director and consultants made some changes in instructional strategies, i.e. selected a student profile and then utilized the group method to work through the process of developing an Individualized Education Program. In addition, the Institute staff's expectations were clarified for the participants so that they understood that the product, i.e. Individualized Education Program was not the primary outcome sought, but rather and understanding of the process and their role/contribution to it.

An impromtu panel of the Institute consultants was added to the Institute program when feedback indicated that participants needed an opportunity to interact on a less structured basis.

Several other changes were made during the course of the week in response to participant requests and feedback: (1) the meeting room was changed to a larger facility, (2) hard copy was provided for a series of visuals, (3) arrangements were made for participants traveling by air to mail large quantities of material which had been provided for them.

Post test

Of the original 28 participants who completed the knowledge pre-test, all 28 completed the post test. The mean per cent correct was 91, a gain of 60 percentage points over the pre-test. If the time-honored test of statistical significance is applied to the gain, we find that it is statistically significant (p.065). That is, a gain of 60 percentage points would be expected by

change alone less than 1 time in a hundred, which would suggest that the Institute did contribute greatly to an increase in the participant's knowledge.

Final Questionnaire

The participants responded to five global items regarding the Institute in the first part of the final questionnaire. The response categories were: definately yes, generally yes, generally no, and definately no. The results were as follows:

Item	Per Cent Responding*			
	Def. Yes	Gen'l Yes	Gen'l No	Def. No
1. The Institute goals were specified very clearly.	79	21	0	0
2. The overall design of the Institute was effective.	39	61	0	0
3. The Institute provided me with helpful information.	86	14	0	0
4. As a result of the Institute, I will be more able to solve problems dealing with services and resources for the handicapped.	57	43	0	0
5. The Institute provided me the opportunity to develop/expand my skills and knowledges for the development of services for the handicapped.	71	29	0	0

* Number of respondents --28

If the two 'yes' categories are combined, it is clear that the participants were unanimous in their evaluation that the goals were clearly specified; the design was effective; they received helpful information; that they are better able to deal with problems in the provision of services and resources for the handicapped; and that the Institute provided them the opportunity to expand their skills and knowledges in the development of services for the handicapped.

In the second part of the final questionnaire, the participants were given a list of the eleven Institute objectives and asked to indicate the extent to which they achieved necessary knowledges and skills according to four categories: definately yes, generally yes, generally no, definitely no. The results follow:

As a result of this Institute, I obtained the necessary knowledge and skills to:	*Per Cent Responding			
	Def. Yes	Gen'l Yes	Gen'l No	Def. No
1. understand the unique characteristics of handicapped learners.	25	75	0	0
2. understand the instructional needs of handicapped learners.	36	61	3	0
3. work with teachers in evaluating, selecting, and utilizing materials for Individualized Education Programs of handicapped learner.	54	36	10	0
4. effectively evaluate/select materials and equipment for the handicapped learner.	36	61	3	0
5. utilize bibliographic sources in special education for evaluation and selection of appropriate materials.	61	29	10	0
6. implement/expand library/media center services to meet the needs of handicapped learner.	64	32	4	
7. utilize local, regional and national resource collections for special education materials.	54	46	0	0
8. organize library/media centers and resources for retrieval and utilization in the development of Individualized Education Programs.	21	68	11	0
9. develop and implement in-service training programs to prepare teachers to select and utilize materials for the handicapped.	64	32	4	0
10. provide media services and materials to parents for home instruction.	18	57	21	4
11. understand the rules and regulations of PL 94-142 in regard to Individualized Education Programs.	54	39	7	0

* No. of respondents--28

In terms of ratings, the percentage of participants responses in relationship to accomplishment of Institute objectives as excellent or good, range from 100 per cent (understanding characteristics and utilize resources) to 75 per cent (materials for home instruction. The lower ratings tend to correspond with the generally lower group priority in the area. It should be noted that 75 or more per cent of all participants responded that they felt that they had accomplished all of the eleven Institute objectives.

In the third part of the final questionnaire, participants were asked to rate the overall quality of the Institute components. The response categories in this section were excellent, good, satisfactory, fair and poor. The results are presented below:

Component	*Per Cent Responding Exc.	Good	Sat.	Fair	Poor
1. General Session I: "Intro. to and Interpretation of PL 94-142"	79	18	3	0	0
2. General Session II: "Handicapping Conditions and Needs of Handicapped Children."	64	29	7	0	0
3. General Session III: "Development of Individualized Education Programs."	75	21	4	0	0
4. General Session IV: "Materials Components of Individualized Education Programs.	43	29	18	0	0
5. General Session V: "Bibliographic Sources of Materials for the Handicapped Student."	54	46	0	0	0
6. General Session VI: "Criteria for the Selection of Materials for the Handicapped.	39	54	7	0	0
7. General Session VII: "Selecting Materials for Individual Handicapped Learners."	8	44	25	20	3

* No. of respondents--28

Component	*Per Cent Responding Exec.	Good	Sat.	Fair	Poor
8. General Session VIII: "The National Service for Blind and Physically Handicapped."	57	36	7	0	0
9. General Session IX: "Planning In-Service Programs for Teachers"	72	21	7	0	0
10. General Session X: "Strategies for Communicating with Parents regarding Services and Materials for the Handicapped."	39	43	18	0	0
11. Small group discussions	36	25	39	0	0
12. Opportunities to examine resources and equipment.	18	32	25	21	4
13. Field trip to the Illinois Regional Library for the Blind and Physically Handicapped.	36	29	25	7	3
14. Development of materials component of an Individualized Education Program.	18	57	18	7	0

*No of respondents--28

In terms of ratings, the percentage of participants rating the general sessions as excellent or good, range from 100 per cent (bibliographic sources) to 52 per cent (selecting materials), with a majority of participants responding positively (excellent or good) to all general sessions. The lower ratings tend to correspond with the generally lower group interest in a particular topic. The lower rating on the general session on selecting materials, corresponds with participant feedback regarding lack of time to do an indepth examination of resources. With regard to the small group sessions, and field trip, a majority of participants rated them as excellent or good. Seventy-five per cent of the participants found the opportunity to develop an Individualized Education Program as excellent or good.

In the fourth part of the final questionnaire, the participants were asked to respond to (1) how well their personal objectives in attending the Institute were meet and (2) if the Institute had influenced their attitudes regarding the handicapped learner and

the provision of library/media services to the handicapped. In response to the first question, 89 per cent of the participants responded that they felt that their personal objectives had been met.

The participants unanimiously responded (100 per cent) that their attitudes regarding the handicapped learner and library/media services to the handicapped had changed as a result of their attendance at the Institute. Participant comments to the question included:

> Yes indeed! Boy, was I the one who was handicapped.
>
> Feel much more confident
>
> The panel helped me a lot to work through some of my initial negative reactions.
>
> More sensitive.
>
> Feel much more secure of my role and potential contribution.
>
> Made me think of them as people.
>
> We must now carry our library/media message to the special educators.

Consultant evaluations/comments

Consultants were asked to respond to three questions:

(1) How well do you feel that your objectives were met?

> The five consultants for the Institute all felt that they had achieved their objectives to varying degrees. Specific consultant comments:
>
> I feel my objectives were fully met.
>
> I do feel from speaking to the participants outside of the presentations that the overall objectives of the entire institute were met far beyond my expectations and preconceived ideas about the institute.
>
> The small group discussions and presentations by participants revealed that they correctly viewed the role of the media specialist as assisting teachers in identifying, evaluating, and adapting materials to meet objectives on IEPs.
>
> 100% attainment which I hope will be reinforced through the post assessment procedures.

(2) How would you assess the quality of the IEPs developed by the participants at the Institute?

> Participants cited evidence of an acquaintance with process of implementation of IEP components terminating with materials selection related to goals and objectives.

The participants developed a goal based on assessment information which they brought with them and then wrote one objective for that goal. Based on the presentations of each group, I felt that the goals were appropriate and the objectives were stated in measurable terms.

With respect to the IEP, I feel that was accomplished to the extent that was appropriate for the target audience, which includes the following:

a. Awareness of what it is and the intent behind it.
b. The use of the IEP and the role of the Media specialist with respect to it.
c. Experience with writing goals and objectives which carries over into other areas and job functions.

Overall, their quality was high. However, the IEP's showed the lack of access to actual materials and resources. Such access would have made IEP's more detailed and complete.

(3) How would you appraise the overall success of the Institute? Consultant comments included:

The entire institute was very well planned and the consultants as well as the participants went away with a feeling of renewal and enthusiasm. I know I got a great deal out of my participation in the institute.

Overall, the institute accomplished its goals in terms of:

---increasing knowledge of school media personnel about handicapping conditions and resources available.
---increasing communications between special education and librarians
---improved skills in IEP resource selection
---improved attitudes

The use of materials, selection tools, etc. could have had more time. People were unsure of how to deal with 'their case'. A full day in the materials center, or the library was probably needed.

Major positives of the Institute were the numerous publications and 'handouts' provided to participants. Many favorable comments were overheard by me relative to their appreciation for these resources.

Successful. I feel that I have seen growth (and experienced it) and witnessed participants' evolving confidence as they have gained factual knowledge and new perspectives.

The presentations were varied and utilized several different styles.

I would have liked more work specifically on attitudes, especially a chance for participants who have handicapped family members to share that experience if they wished to.

The opportunity to actually design some procedures which could be utilized at the local level was effective as a learning activity.

Participants from higher education were really not in their element. We may need to limit future programs to school media people.

All in all I felt that I came away with a better understanding of the role of the media specialist in the development of IEPs and that the participants had a new awareness that educating handicapped children was truly a cooperative venture.

I was pleased to be associated with the Institute. It was by far one of the most interesting and enjoyable institutes I've been involved in.

The informal activities were fun and allowed the participants and consultants time to get to know each other.

Written Participant Comments

Presented below are some of the written comments submitted by the participants in their journals:

One of the best institutes I've ever attended:.

Keep it up, What a tremendous director and consultants. They were just great.

More opportunity needed to be able to examine materials.

Hope you'll do an institute on adapating existing materials for the handicapped.

Better location for the meeting room, not so isolated, windowless and underground.

Will you repeat this institute in Oklahoma?

In future institutes, include information on the nature of behavorial problems that we might run into.

Need more time to digest.

Mixed emotions, regret seeing this group disband.

Institute was superb....a most enjoyable and enriching experience.

There were valuable insights and plans derived from each discussion group that could be adapted to many different situations.

I have gained new insights, opened new horizons of interest, learned new knowledges and skills, and most important made some new friends. How can you possibly measure this.

The Institute has been very worthwhile to me.

I am stimulated by what proved to be an exciting experience.

Good, good films.

All in all, it's been a very worthwhile experience, one I wouldn't have missed.

In addition to the enjoyment gained from the social event of this evening was the opportunity to share experiences and ideas.

I find myself looking at physical environments with wheelchairs, walkers, etc.

I am looking forward to being of greater assistance to my teachers and administrators.

Not so highly structured if you do this again. We need some breathing time.

Thanks to all of you for a well worthwhile week. The presentors were especially humanistic.

I hope we can all go back to wherever we came from, and begin to make a difference.

I feel that now I have a very good background in special education and PL 94-142 and I feel that was the best accomplished goal of the Institute.

I feel good about having so much to take back to school with me this fall.

Why doesn't the average classroom teacher know more about this?

Good wind up. Now let me go home and go through these great materials at a more leisurely pace so I can plan my seduction procedures to get an inservice program in my district.

I'm struck by the fact that PL 94-142 is so far reaching, parallels the civil rights movement.

Small group sessions valuable in realization that others from others from various areas of the country face the same problems that I face.

Ideally we should be doing IEPs for all children, not just the handicapped.

Would have preferred more time to examine materials.

I have been impressed with the preparation and knowledge of the Consultants and the warm and friendly, really caring atmosphere that has been evident all week.

As much as I'll enjoy returning home, I have thoroughly enjoyed this conference. We put in some long hours, were bombarded with useful information, we interacted with other people, and we were not neglected socially.

This has been one of the most inspiring and satisfying [illegible] experiences that I have had. [illegible]

PERSONAL OBSERVATIONS AND COMMENTS

1. The Institute was well organized and evidenced careful planning.
2. The Consultants had done their homework and were well-prepared.
3. The project director and the consultants expended considerable effort to make the subject matter of the Institute relevant to the participants. This was demonstrated through pre-planning and the evening meetings during the Institute. The evaluative data collected demonstrated that they were successful in their efforts.
4. The careful pre-planning, organization and structure was balanced by a willingness to respond to participant needs. The entire Institute staff demonstrated a willingness to modify, re-design or alter their presentations based on feedback from the participants.
5. There was intense interaction among the participants as evidenced by the general level of noise during the informal gatherings, both on and off-campus.
6. The resources, i.e. the sample materials, mediaographies, consultants, resource personnel, field trips, etc., that were provided for participants were a particularily noteworthy aspect of the training program.
7. The consultants were dynamic and knowledgeable. They evidenced a willingness to help and were most approachable.
8. There were isolated instances of dissatisfaction among the participants, particularly with relationship to lack of time to examine materials on site, but these were relatively minor when considered in the context of the positive reaction to the totality of the Institute.
9. Sufficient evidence has been collected and presented to indicate the continuation of this type of professional activity.
10. The evidence presented related to skills and knowledges acquired, attitudes changed, etc., indicate that the Institute Director and Consultants arrived at a highly workable format for the continuing professional development of school library/media personnel. Only some 'fine tuning' may need to be considered such as decreasing the amount of time at the general sessions and increasing the opportunity for workshop participation.

NORTHERN ILLINOIS UNIVERSITY
Department of Library Science

SERVICES AND MATERIALS FOR THE HANDICAPPED:
AN INSTITUTE FOR SCHOOL LIBRARY MEDIA PROFESSIONALS
August 12 - 17, 1979

GOALS AND OBJECTIVES

The participants will be helped to achieve the following goals and objectives:

1. Become more familiar with the rules and regulations for PL 94-142, especially in regard to Individualized Education Programs, State Plan requirements, entitlements, and allocations.

2. Ascertain federal, state, and local laws, regulations, and policies regarding funds for media and materials for the handicapped.

3. Develop a positive attitude toward serving the handicapped more effectively.

4. Become more familiar with the unique characteristics and instructional needs of handicapped learners and be able to articulate these characteristics and needs for themselves and others.

5. Provide assistance to regular and special education teachers in their work with the handicapped by identifying and prescribing materials appropriate to the instructional objectives and learning characteristics of individual handicapped students.

6. Maintain and expand library media centers to include full services for the handicapped.

7. Become aware of local, regional, and national centers for special education materials.

8. Use the bibliographic sources relative to the field of special education for the evaluation and selection of appropriate materials for handicapped students.

9. Enlarge collections by discriminating selection of materials for Individualized Education Programs.

10. Organize the materials in the library media center so that educators writing Individualized Education Programs can retrieve materials readily and match them to specific learning characteristics.

11. Work with teachers in evaluating, selecting, and utilizing materials for the Individualized Education Programs of handicapped students.

12. Develop and implement in-service training programs that prepare teachers to select and utilize materials with the handicapped.

13. Provide media services and materials to parents of handicapped children for home instruction and to other non-school personnel working with the handicapped, including early education and parent-orientation programs.

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SERVICES AND MATERIALS FOR THE HANDICAPPED: AN INSTITUTE
FOR SCHOOL LIBRARY MEDIA PROFESSIONALS

August 12 - 17, 1979

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SERVICES AND MATERIALS FOR THE HANDICAPPED:
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SCHEDULE

Sunday, August 12, 1979

5:00 - 6:00	p.m.	Registration and check-in
6:00 - 7:00	p.m.	Dinner
7:00 - 7:30	p.m.	Overview of the institute and introductions by institute director
7:30 - 8:30	p.m.	"Introduction to and Interpretation of PL 94-142" (Dr. Kieth C. Wright)

Monday, August 13, 1979

9:00 -10:00	a.m.	"Handicapping Conditions and the Needs of Handicapped Children" (Dr. Kieth C. Wright)
10:00 -10:30	a.m.	Small group discussions regarding individual handicapped students
10:30 -10:45	p.m.	Break
10:45 -12:00	a.m.	"Development of Individualized Education Programs" (Dr. Colleen S. Blankenship)
12:00 - 1:00	p.m.	Lunch
1:00 - 2:00	p.m.	"Materials Components of Individualized Education Programs" (Robert E. Abbott)
2:00 - 3:00	p.m.	Small group discussions of IEPs in relation to individualized handicapped students
3:00 - 3:15	p.m.	Break
3:15 - 4:15	p.m.	"Bibliographic Sources of Materials for Handicapped Learners" (Dr. Henry C. Dequin)
4:15 - 5:00	p.m.	Participants will become familiar with the bibliographic sources and begin to make selections for an individual handicapped student

Schedule

Monday, August 13, 1979

5:00 - 7:00 p.m.	Dinner
7:00 - 9:00 p.m.	Audiovisual presentations on the handicapped

Tuesday, August 14, 1979

9:00 - 10:00 a.m.	"Criteria for the Selection of Materials for the Handicapped" (Dr. Henry C. Dequin)
10:00 - 10:30 a.m.	Small group discussions of the application of selection criteria
10:30 - 10:45 a.m.	Break
10:45 - 12:00 a.m.	"Selecting Materials for Individual Handicapped Learners" (Sarah McCracken)
12:00 - 1:00 p.m.	Lunch
1:00 - 5:00 p.m.	Participants will examine bibliographic sources and make selections of materials for an individual handicapped student.
5:00 - 7:00 p.m.	Dinner
7:00 - 9:00 p.m.	"Characteristics and IEPs of Handicapped Children in Age-Appropriate Schools of DeKalb County" Panel presentation by: Dave Costello, Coordinator of Programs for Multiply Handicapped and Severely Handicapped Children Bill Peters, Coordinator of Special Education Programs in DeKalb County Dan Hurd, DeKalb County Director of Special Education

Wednesday, August 15, 1979

9:00 - 10:15 p.m.	"The National Library Service for the Blind and Physically Handicapped" (Elizabeth Carl)
10:15 - 10:30 a.m.	Break
10:30 - 11:30 a.m.	Demonstration and examination of special equipment for the handicapped
11:30 - 12:30 p.m.	Lunch
12:30 - ?	Field trip to the Illinois Regional Library for the Blind and Physically Handicapped in Chicago - Presentation by Donna Dziedzic

Schedule

Thursday, August 16, 1979

9:00 - 10:30 a.m.	Small group sessions in which each participant will share the results of his/her search for materials for an individual handicapped student
10:30 - 10:45 a.m.	Break
10:45 - 12:00 a.m.	"Planning an In-Service Training Program for Teachers" (Robert E. Abbott)
12:00 - 1:00 p.m.	Lunch
1:00 - 5:00 p.m.	Work in groups on an in-service training program for teachers
5:00 - 7:00 p.m.	Dinner
7:00 - 9:00 p.m.	Audiovisual presentations on the handicapped

Friday, August 17, 1979

9:00 - 10:00 a.m.	"Strategies for Communicating with Parents regarding Services and Materials for the Handicapped" (Sarah McCracken)
10:00 - 10:30 a.m.	Small group activity regarding strategies
10:30 - 10:45 a.m.	Break
10:45 - 12:00 a.m.	Plenary session for feedback from the small group sessions on in-service training programs for teachers.
12:00 - 1:00 p.m.	Lunch
1:00 - 2:00 p.m.	Summary of the Institute (Dr. Henry C. Dequin)
	Charge to the Participants (Dr. Sylvia G. Faibisoff)